MONROE'S CHART PRIMER

PHILADELPHIA.
CWPERTHWAIT & CO.

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1877

CURR

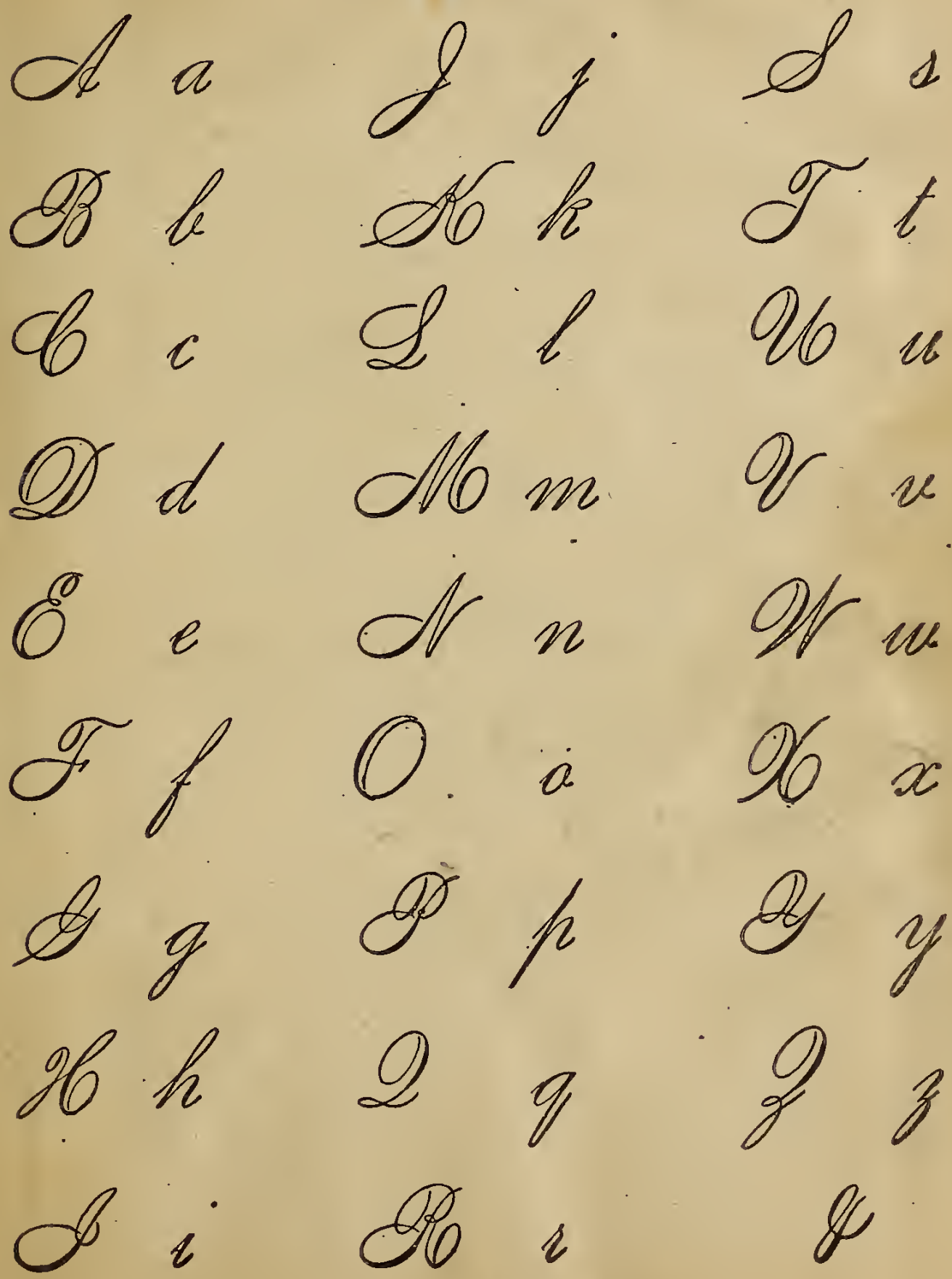
The Alphabet.—Roman Letters.

A	a	H	h	N	n	T	t
B	b	I	i	O	o	U	u
C	c	J	j	P	p	V	v
D	d	K	k	Q	q	W	w
E	e	L	l	R	r	X	x
F	f	M	m	S	s	Y	y
G	g					Z	z

The Alphabet.—Print-Writing.

A	*a*	*H*	*h*	*N*	*n*	*T*	*t*
B	*b*	*I*	*i*	*O*	*o*	*U*	*u*
C	*c*	*J*	*j*	*P*	*p*	*V*	*v*
D	*d*	*K*	*k*	*Q*	*q*	*W*	*w*
E	*e*	*L*	*l*	*R*	*r*	*X*	*x*
F	*f*	*M*	*m*	*S*	*s*	*Y*	*y*
G	*g*					*Z*	*z*

The Alphabet.—Writing Letters.



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THE

CHART-PRIMER

OR

FIRST STEPS IN READING

BY

LEWIS B. MONROE

DEAN OF BOSTON UNIVERSITY SCHOOL OF ORATORY

PHILADELPHIA

COWPERTHWAIT & CO.

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This index is inserted for the convenience of teachers who may wish to refer to the lesson or chart where a given letter or sound is *first* introduced; as may be the case when a child has forgotten any particular sound or sign which occurs in the lesson he is reading.

Hints to Teachers.

Do not begin by teaching the complete alphabet. Even if you intend to follow the old "*a-b-c*" method, it is better that the children should be taught the letters only as fast as they make use of them. They will require, for instance, but three letters for the first lesson in this book, one more for the second, one more for the third, and so on, until the whole alphabet is brought into use.

The Better Way.

The way that will secure the best results in the end, is to prepare the senses and minds of the children for their work before teaching a letter. The following points should receive attention before anything like reading is attempted:

1. The pupils must be taught to *talk.*
2. They must learn to use the voice *pleasantly.*
3. They must be taught to *see* and remember forms.
4. They must learn to *hear* and repeat words, and the sounds of which they are composed.
5. They must *think* while they talk or read, and make the words mean something.

Thinking and Talking.

One of the teacher's best accomplishments is knowing how to talk *with* children, not simply *to* them—talking in a way to encourage the little ones to think for themselves and to express their thoughts, no matter how simply or crudely. Thus will the way be prepared for the work that is to follow; for the child who has not been taught to think and to talk intelligently will never read with intelligence.

The Voice.

In these exercises the pupils should be led, by the example of the teacher, to use a sweet and loving tone. Just force enough to be distinctly heard by the class is all that is needed. This is important; for the reason that the quality of voice used, affects in a great measure the quality of the mental action that accompanies it.

The Eye.

The children should be led to notice the forms of objects in the schoolroom and elsewhere. Then the lessons on "Lines and Figures" may be practiced. The straight lines and rectilinear figures may be reproduced by means of straight sticks placed on the desk; or the slate and pencil may be used in copying them. The eye will thus acquire power to see and remember forms of letters and words.

The Ear.

Teach the children to *hear* and repeat sentences, phrases and words; then to distinguish the sounds of which words are made. For instance, the teacher requires the pupils to repeat after her such expressions as "*Good-morning,*" "*How do you do?*" etc., until they learn to speak them in a sweet, agreeable tone. After such practice, single words may be repeated and separated into their phonic elements—that is, into the sounds of which they are composed. Words made up of vowels and liquids are the easiest to begin with, for the reason that they may be prolonged till the ear distinctly perceives the sounds. Such words as *no, me, mä, lie, eel, see, meal, nine,* are easy to begin with, as they can be stretched out or drawled without losing the correct sounds. Thus, they become *n—o, m—e,* etc., and the children learn to repeat the separate elements. We are now prepared for the

First Lesson in Reading.

Show the children the picture and talk with them about it, so as to arouse their minds and interest them. Then the teacher says, "Hark, and see who can make the sound that I make." (Teacher prolongs the sound of *m* with *closed lips*, thus: "*m-m-m,*" NOT "*ĕm-ĕm-ĕm.*") This is to be

repeated till the children catch the sound of *m*. Then let them imita the teacher in making the sound until they can make it easily and readil Now let the children see the *letter* on the page, or on the blackboard c chart. "Children, when I show you this letter, you must make th sound you just learned, *with your lips shut.*" The teacher then cove and uncovers the letter with her hand, and requires the children to mak the sound whenever they see the letter. Other marks and letters may b indicated, and the children taught to make the sound *only* when the *m* pointed out. Teach the other two sounds, *ă* and *n*, with their letter-sign in a similar manner; then

Build up the Word

by uttering the sounds in succession. At first prolong these elements, a if the word were stretched out, as indicated by the letters *m-a-n* at the to of the page. Let the class imitate. Gradually shorten the sounds an bring them closer together, till the children perceive the word that the are speaking—*man*. Finally teach them the phrase, *a man*. The articl is always to be joined with the following word in speaking, as if it were first syllable, like *a-go*, *a-bed*, *a-man*.

Important.

The little child should not meet any word in his lesson which he ha not already been taught to use in conversation. All additions to hi vocabulary should be made by talking; and in no case should the teache fail to assure herself that the new word brings up its proper image in th mind.

In talking with the class before reading, manage to make use of all th new words that occur in the lesson, and lead the children to use them. I reading, the pupil may make out the words slowly at first; but he shoul read the sentence over and over again, until he can read it fluently, an at the same time intelligently carry its meaning.

Full and explicit directions for teaching each lesson will be found o the PRIMARY CHARTS designed to accompany this primer,

m a n

m a n

man

an man

am an

man am

a man.

I I I

am man

I am a man

a man I am

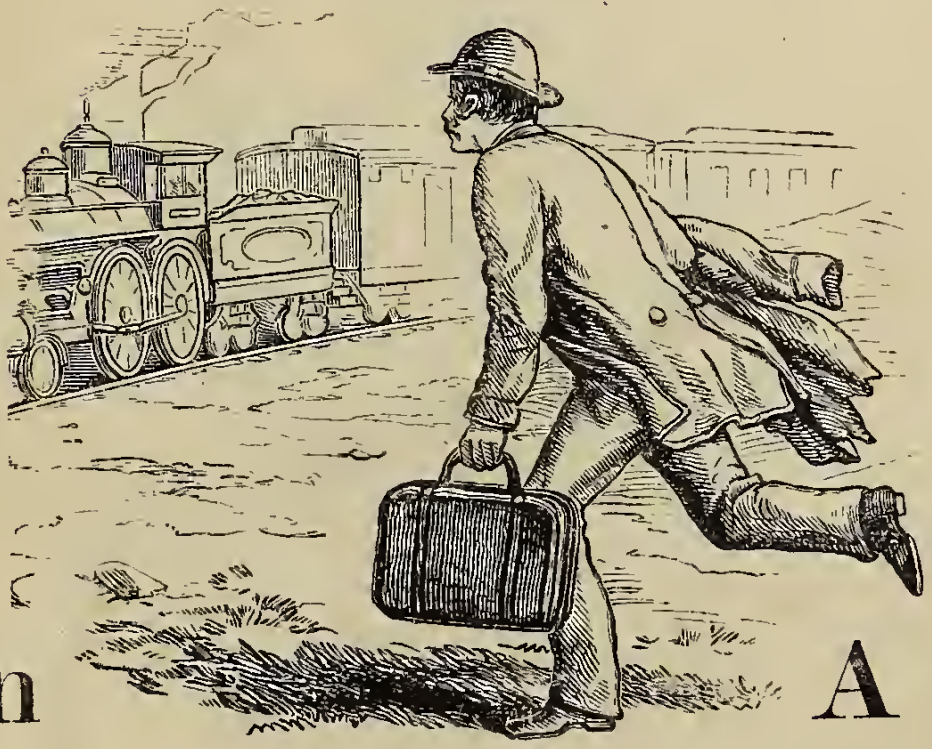
I am a man.

I am a man.

r a n

ran

an ran



ran man

man A man

A man ran.

A man ran.

m e | s ee

me see

me see

See I see

I see a man

See me. See me.

I see a man.

I see a man.

c a n

can

an me

can see

I can see me

I can see a man.

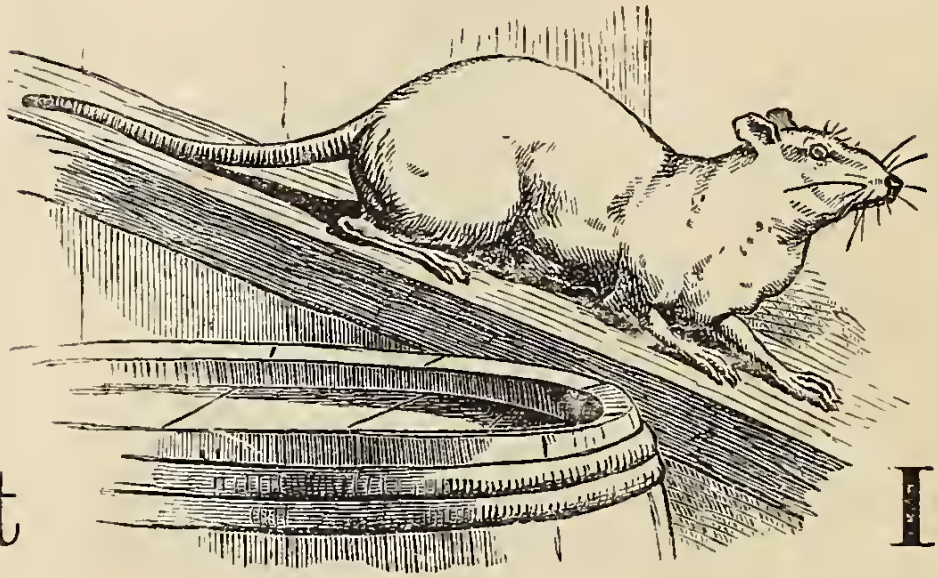
I can see a man.

A man can see me.

r a t

rat

at



me

rat

see

a rat

I see

I see a rat.

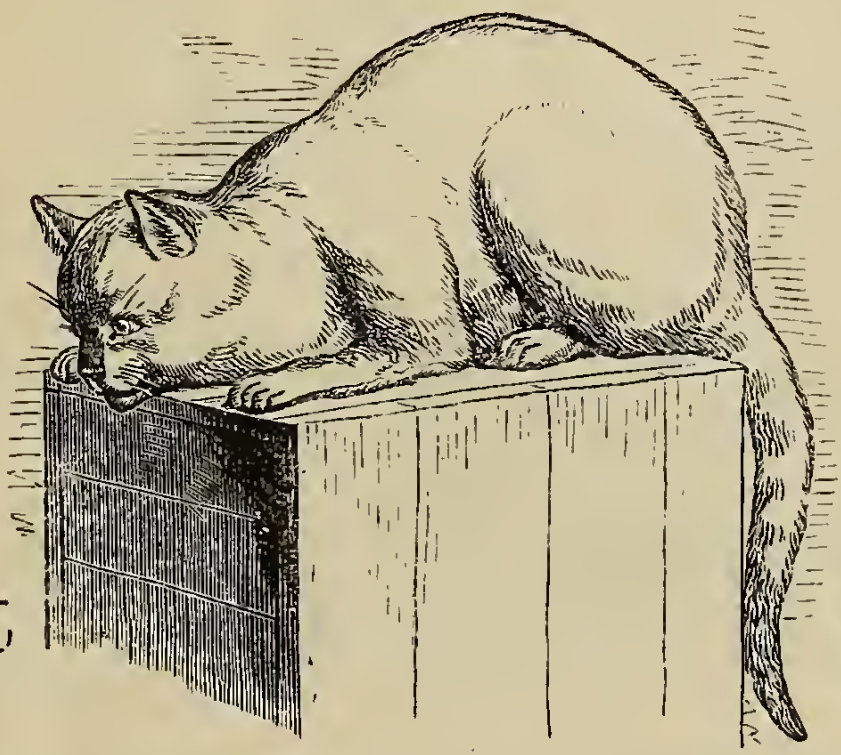
I see a rat.

A rat can see me.

A rat can see me.

c a t

cat



at an

cat can

a cat I can

I can see a cat.

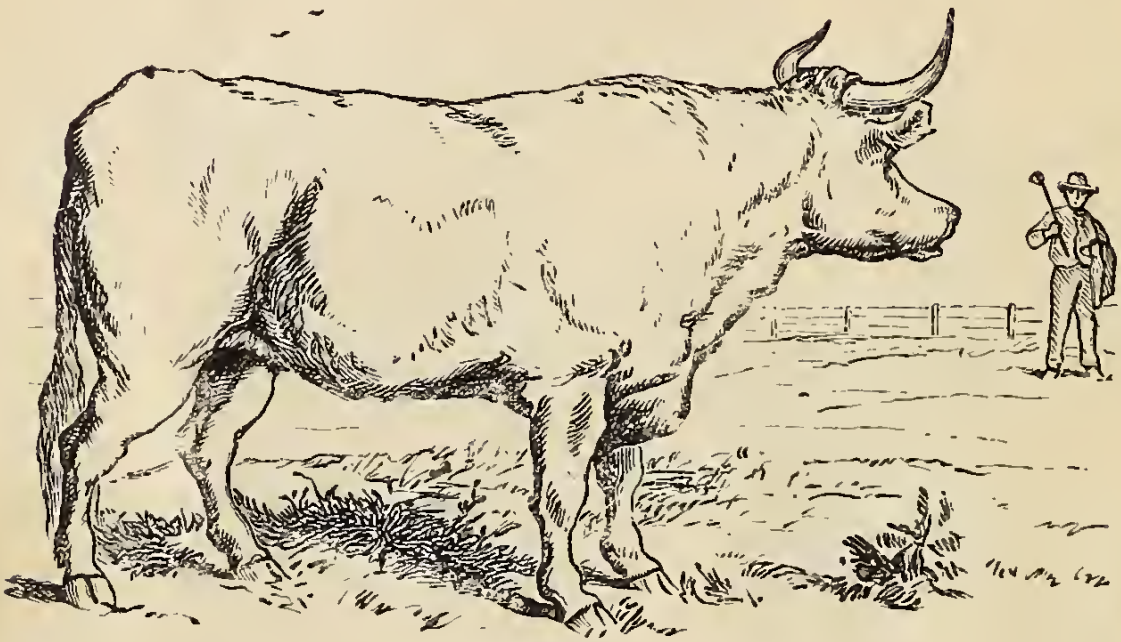
A cat can see a rat.

A cat ran at a rat.

A cat ran. A rat ran.

o x | A n

ox | An



Can I see an ox?

I can see an ox.

An ox can see a man.

A man can see me.

f o x

fox

ox An ox

fox A fox

a fox can see

A fox can see.

An ox can see.

I can see a fox.

A fox can see me.

f a n | h a ş

fan haş

an aş

Fan haş

the fan Ann

I can see Ann.

Ann haş a fan.

I can see the fan.

Fan me, Ann, fan me!

o n c a p

on cap

aş on

Haş the cat

The cat the cap

See the cat! See the cat!

Haş the cat a cap on?

The cat haş a cap on.

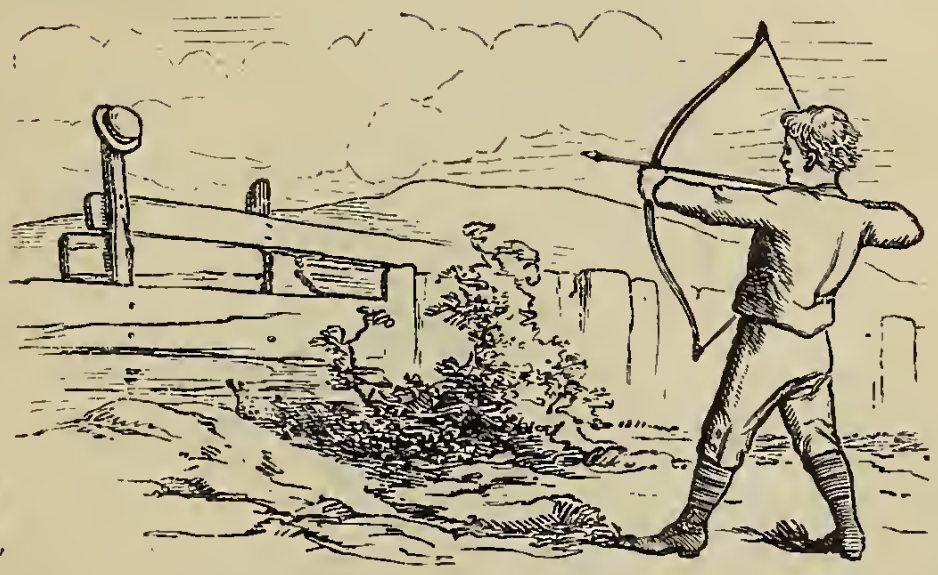
I see the cap on the cat.

A man	a fan	a cat
The ox	a fox	a cap
A rat	a man	an ox
The fox	the ox	the cat
An ox	a rat	the cap
A cap	the fan	a man
The cat	an ox	the rat
The fan	the fox	an ox

h i t | h i ş

hit | hiş

iş



at

hiş hat

it ax

Hit Max

Can Max hit the hat?

I can hit the hat.

Max can hit it.

It iş hiş hat.

Hit it, Max, hit it!

f u n	r u n
fun	run

hop fun

Hop run

It iṣ Run

I can run. I can hop.

See me run. See me hop.

It iṣ fun, fun, fun.

Hop, hop! Run, run!

h o t | s u n

hot | sun

up hot

sun not

run can not

Run, Max, run!

I can not run, the sun is up.

Run, if the sun is up.

It is hot. I can not run.

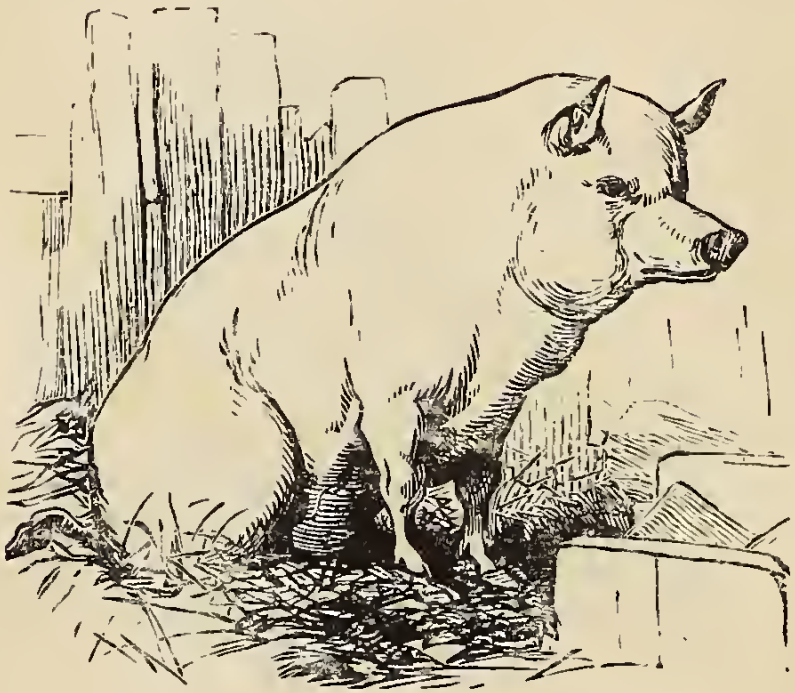
p i g | n u t

pig | nut

pig

fat

for



fun

nut

nuts

The pig can see the nuts.

Run, pig, for the nuts!

The fat pig can not run.

I can run for the nuts.

l i d | l i f t

lid | lift

lid

tin

lift

box

doll

a doll

It is a tin box.

The box has a lid.

I can lift the lid.

I see a doll in the box.

k i d | s k i p

kid | skip

kid

skip

skips

hill

and

runs

The kid runs; and I run.

The kid skips; and I skip.

The kid and I run and skip on the hill.

n e s t	e gg s
nest	eggs

hen

ten

nest

lets

pet

get

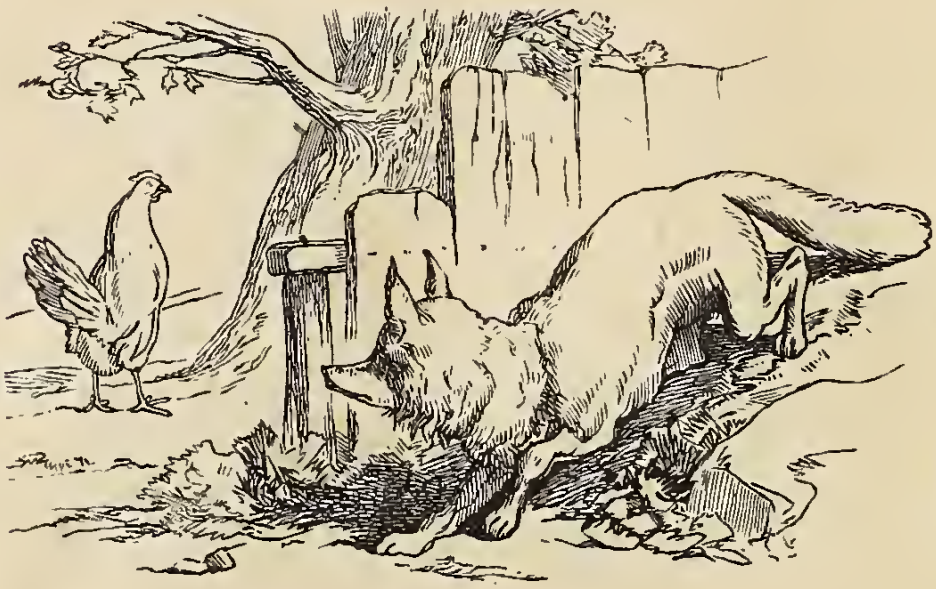
Ann lets the hen get corn.

The corn is in the cup.

The pet hen has a nest.

The nest has an egg in it.

m y	f l y
my	fly

sly  he

try get

Fly him

Can the fox get my hen?

See him try! Run, hen!

Fly up in the tree!

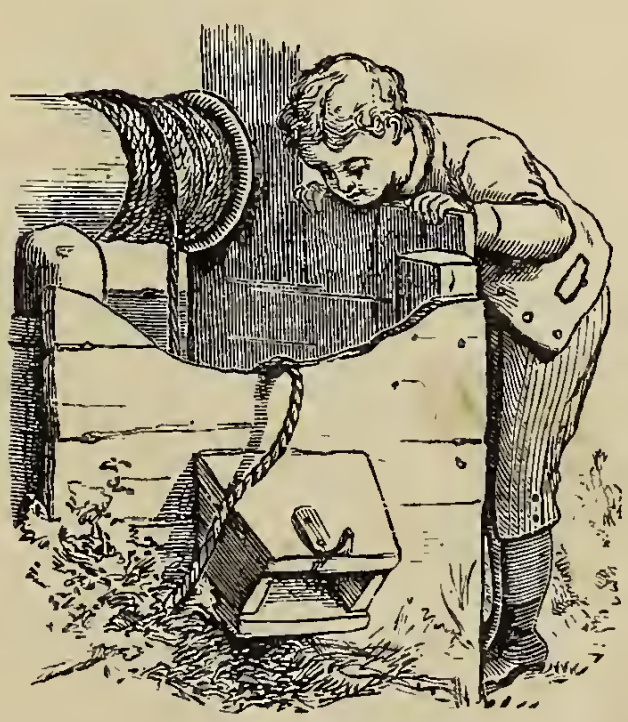
The fox is sly, but he can not get my hen.

w e ll	w i ll
well	will

will

well

wet



wet

get

fell

My cap is in the well.

It fell in. It will get wet.

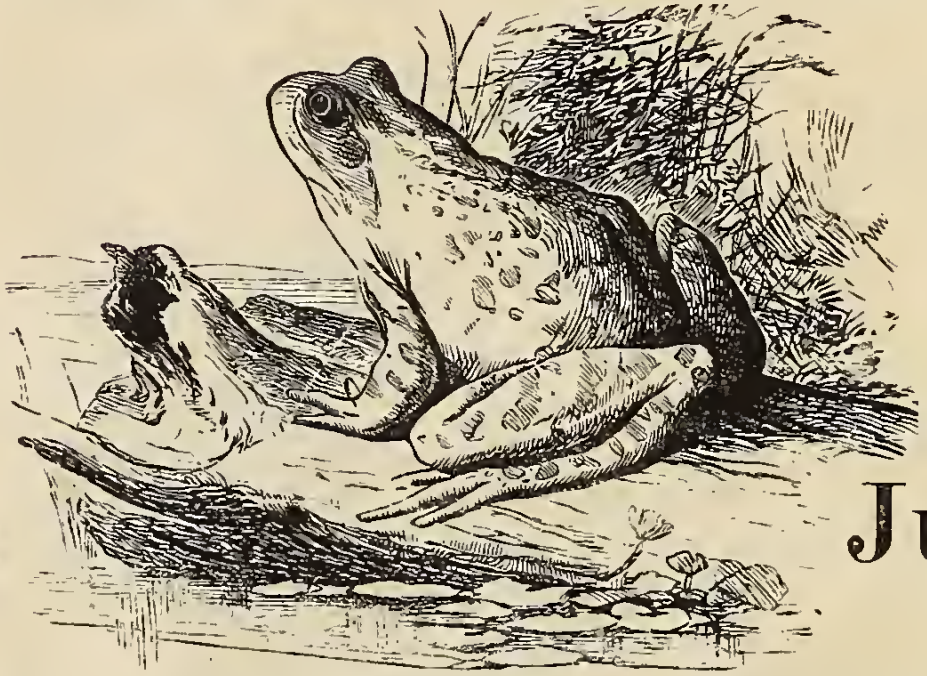
Max, get my cap for me.

It fell in the well.

j u m p | f r o g

jump | frog

off



hit

log sit

frog Jump

Get off the log, frog!

Jump, frog, jump!

He will jump, if I hit him.

I will not hit him.

Let him sit on the log.

J o h n | s a ck

John sack

sack nuts

back must

corn John

John haṣ a sack.

He haṣ it on hiṣ back.

Haṣ the sack corn in it?

The sack haṣ nuts in it.

John must sell the nuts.

Note.—The open-faced or outline type is used to indicate silent letters.

qu i ll | qu i ck

quill quick

will pop

quill gun

quick stick

See my pop-gun.

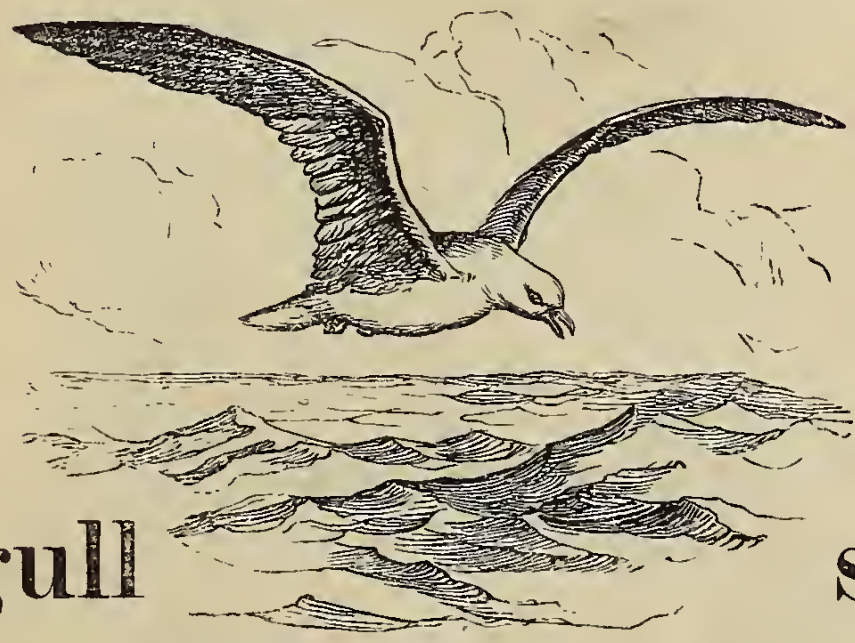
It is a quill and a stick.

It will pop, pop, pop.

I can hit the cat.

Tab will jump up quick.

s	e	a	g	u	ll
	sea			gull	



sea sky

gull sea

sea-gull swim

A sea-gull! A sea-gull!

He is up in the sky.

The sea-gull can swim.

He can swim or fly.

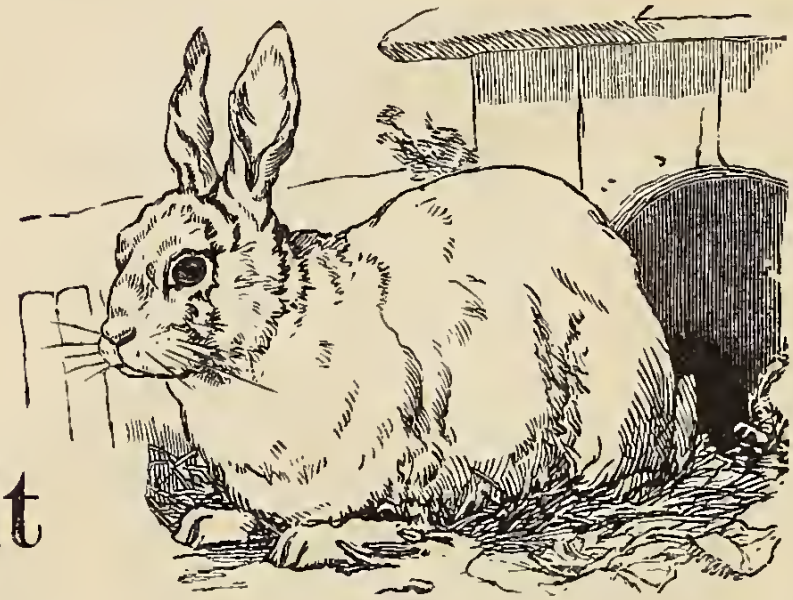
r a b b i t

rab bit

lift

bit

rabbit



ears

feed

beets

Bun is my rabbit.

See his big ears!

I lift him by his ears.

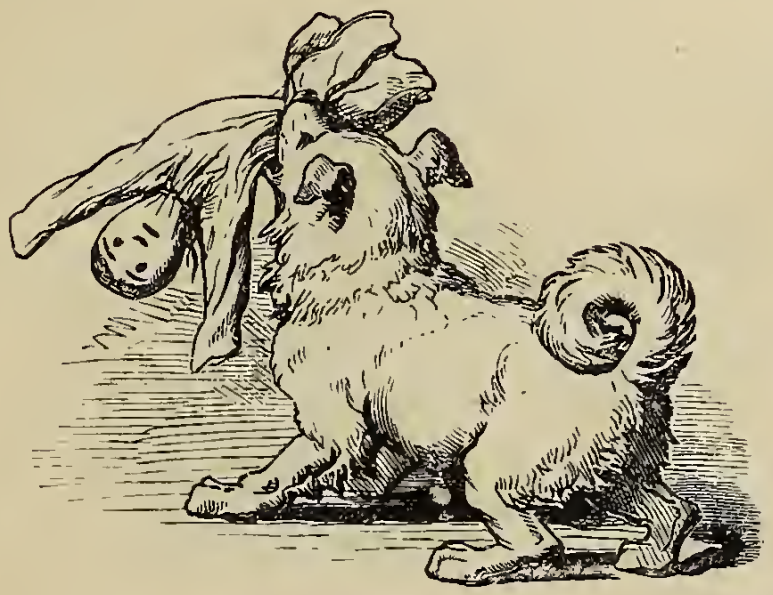
I must feed my rabbit, or he will dig up the beets.

f i t	l i tt l e
fit	littl e

rag

bag

got



bit

pup

had

Ann had a rag doll.

A littl e pup got the doll.

He bit it and bit it.

Ann will not keep the doll.

It is fit for the rag-bag.

h a v e | v e l v e t

have | vel vet

wax

have

velvet

us

Let

dress

I have a big wax doll.

My doll has a velvet hat.

And see the velvet dress.

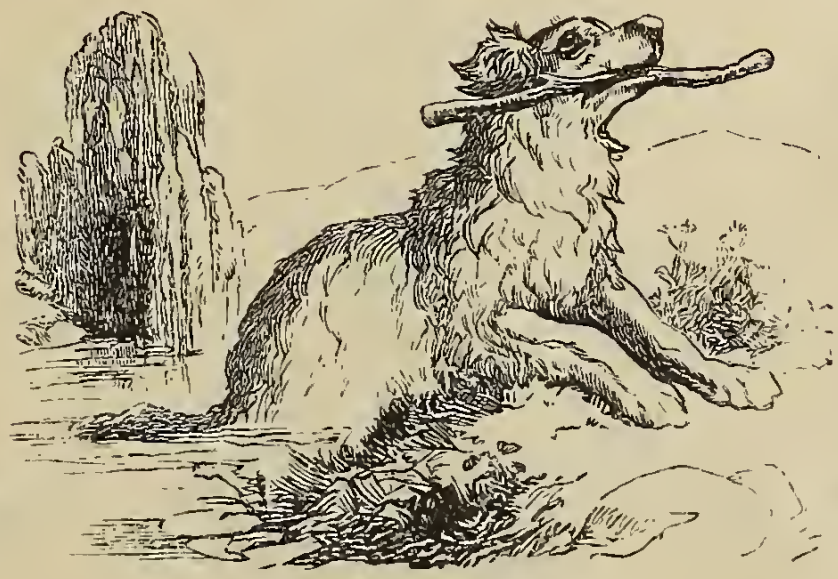
Sit up, doll, sit up!

Let us have a little fun.

S p o t | s t i ck

Spot | stick

Get



pond

lets toss

stick Spot

I toss a stick in the pond.

Get it, Spot, get it!

See him swim! He has it!

Spot, Spot, let me have it!

See! he lets me have it.

Y o u	y o u r
You	your

eye

eyes

horns

stag

stand

black

I see you, stag!
You stand on the hill.
I see your horns.
I see your black eyes.
Can you see me?

b ee | b u zz

bee buzz

bud

bee

buzz

big

Buzz

must

Buzz, buzz, you big bee!

Buzz and fly; fly and buzz!

You must not get on me.

I am not a bud.

Fly off, bee! Buzz and fly!

n o	g o	r o w
no	go	row

so

go

row

we

will

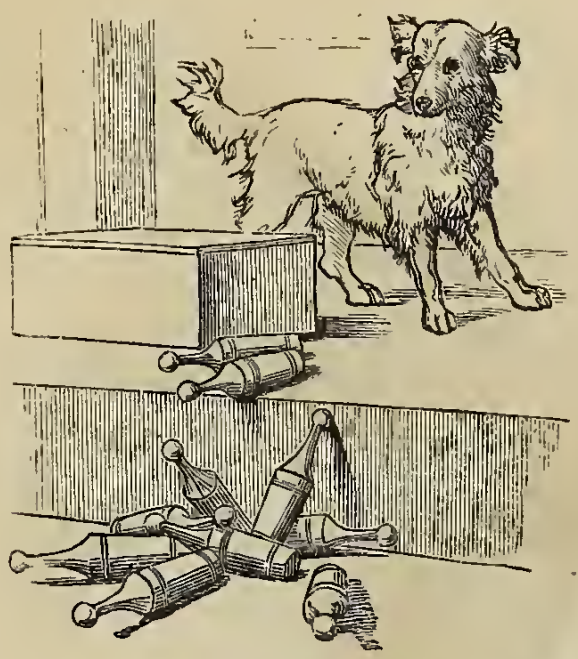
still

I am so glad we can go on the pond. It is fun. I can row. O, let me row! No, no! Sit still; sit still! We can not go, if you row.

ten

set

step



did

pins

ten-pins

Spot, see my ten-pins!

I set the box on the step,

and the pins on the box.

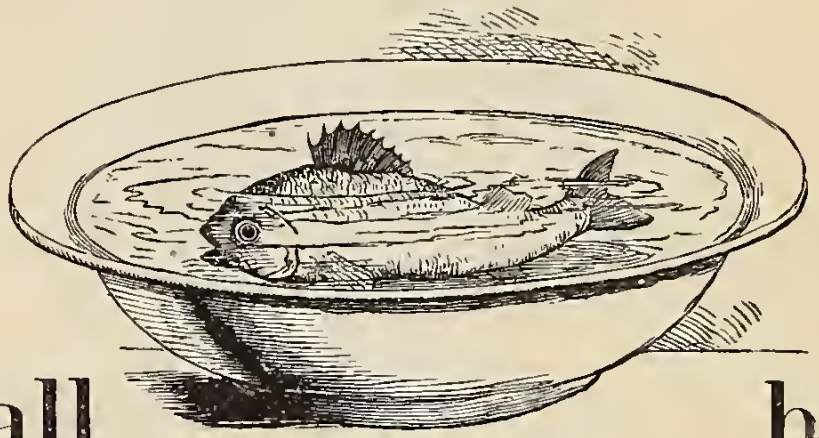
You ran up and hit the

box, and the pins fell off.

O Spot, Spot!

f i sh	w i sh
fish	wish

fish live



dish from

shall best

: A fish in a dish?

I got him from the pond.

He will not live in the dish.

Not if I feed him well?

No; the pond is best for him.

He shall go back in the pond.

NOTE.—The above lesson should be read as a dialogue.

Yes **glad**

ship **flag**

wish **just**

O, John! is it your ship?

Yes, it is my ship. See the flag!

Will the ship go well in the pond?

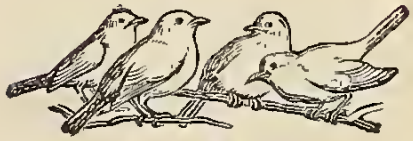
It will go just as well as a big ship.

O, I wish I had a little ship!

I will lend you my ship.

Will you, John? O, I am so glad!

Numbers.

1		one
2		two
3		three
4		four
5		five
6		six
7		seven
8		eight
9		nine
10		ten

PART II.

STORIES AND RHYMES.

SEE-SAW.

UP I go, and up I go!
See me, see me! Ho, ho, ho!

If I see a fly go by,
I can hit him if I try.

I see a fly! I see a fly;
Up, up he goes into the sky.

I will not try to hit the fly;
No, little fly; by-by! by-by!

NOTE.—The new sounds here are **aw** in **saw**, and **oo**, represented by **o** in **to** and **into**.

THE RAT WITH A BELL.

A man had a rat in a trap.

The man did not kill the rat.

He fixed a bell on his neck, and let him go.

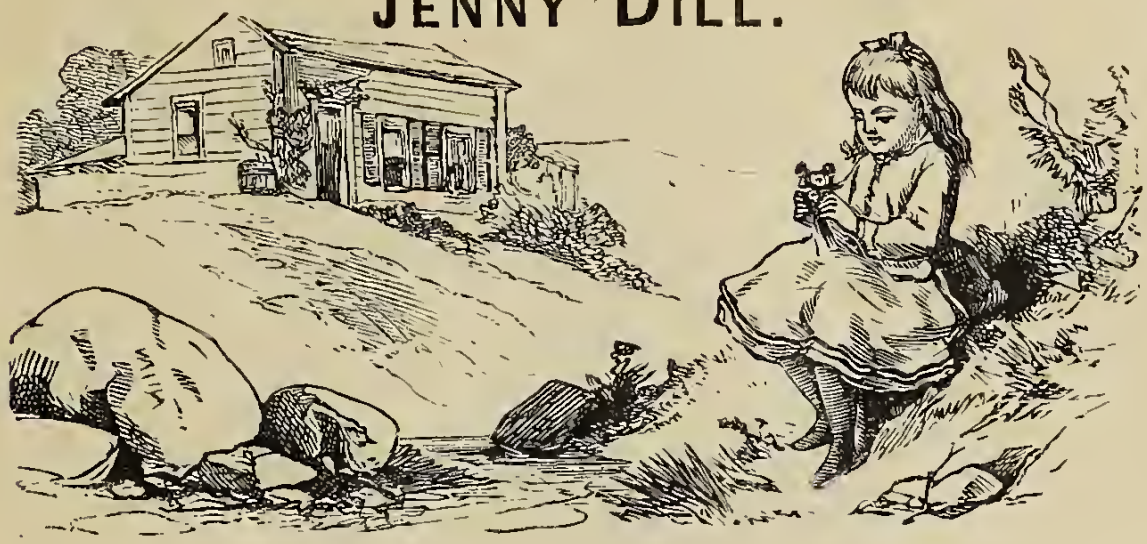
The rat ran back to his nest.

But the bell scared the rats; so the big rats and little rats ran off.

The man is glad, for he has no rats left to vex him.

NOTE.— The sound of **th** as in **the** occurs in the word **with**.

JENNY DILL.

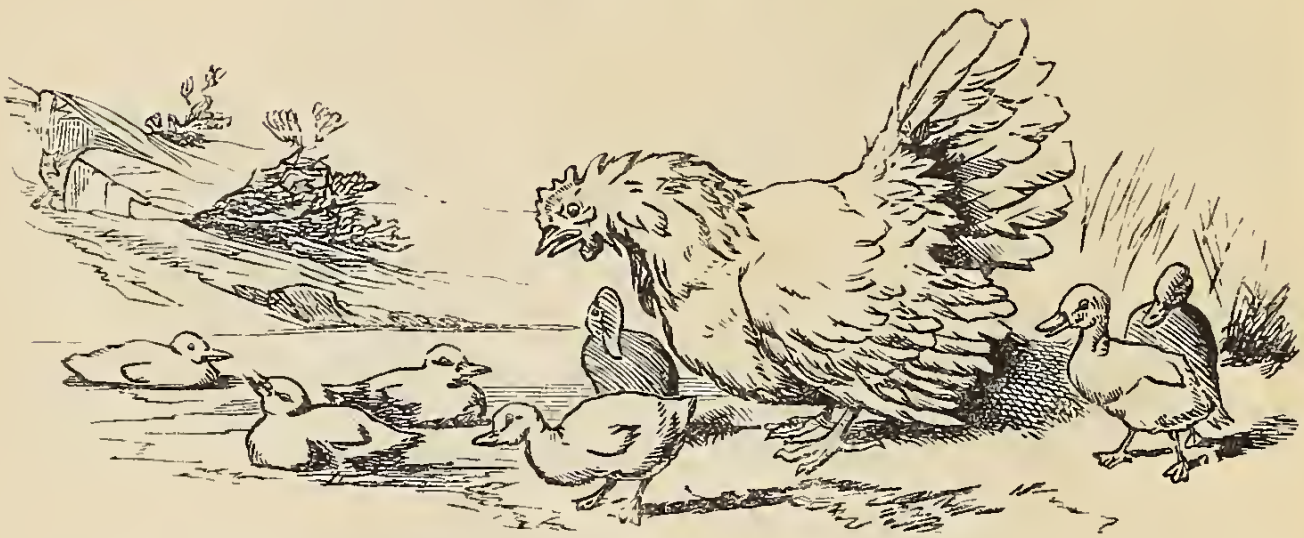


In a cot on the hill
Lives little Jenny Dill.
She is but a tot,
As big as a dot;
And a shy little tot is she.

She sits by the rill,
She runs on the hill;
She is but a tot,
As big as a dot;
But the shy little tot loves me.

NOTE.—Explain that **y** in **Jenny** has its short sound, the same as short **ĭ**. In the word **loves**, **o** sounds like short **ŭ** (lŭvz).

My Little Ducks.



A man sent me seven duck's eggs.

I had no big duck; so I let a hen sit on the eggs.

By and by I had seven little ducks.

The hen picked up bits of corn for the little ducks.

"Cluck, cluck! Get it, get it!" said the hen.

"Peep, peep! We will!" said the ducks.

Note.—In the word **said**, **ai** sounds **e** (sĕd). In **of**, **f** sounds like **v**. **Th** in **then** is to be taught as one character, sounding as in **the**.

The little ducks swam in the pond.

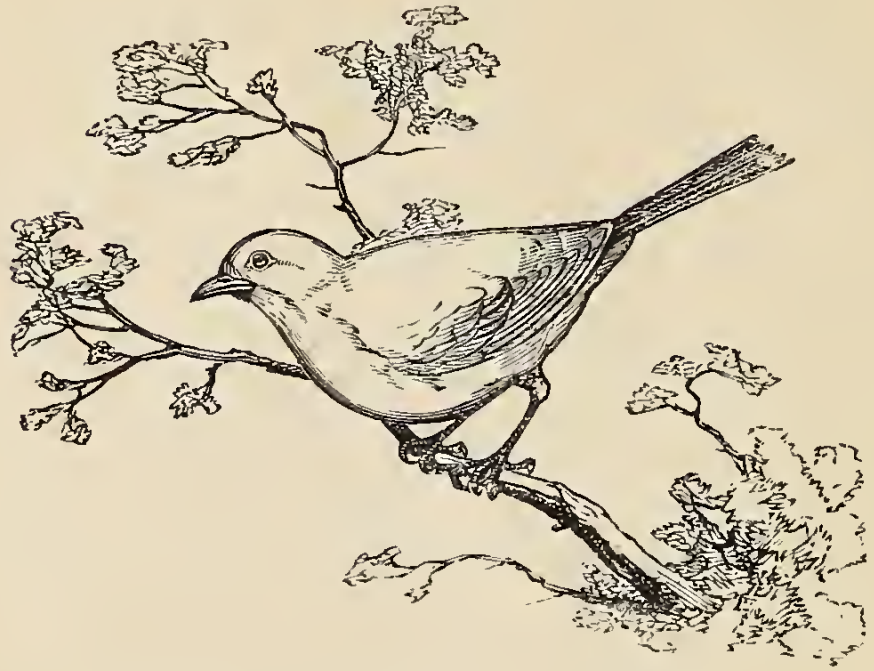
The hen said, "Cluck, cluck! you will get wet!"

Then the little ducks ran back to the hen.

A fox lived on a hill near by. He crept, crept, crept, from the hill. He got my hen, the bad fox! And he got six little ducks.

But I am so glad I have a little black duck left. He is my pet. I will not let the fox get him.

THE ROBIN.

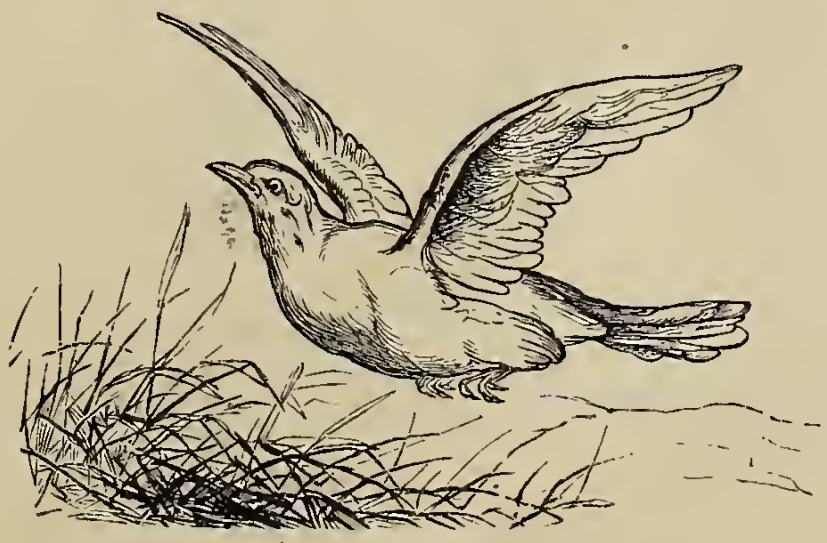


O, robin, little robin,
You sit up on a twig;
You seem so very little,
And I so very big.

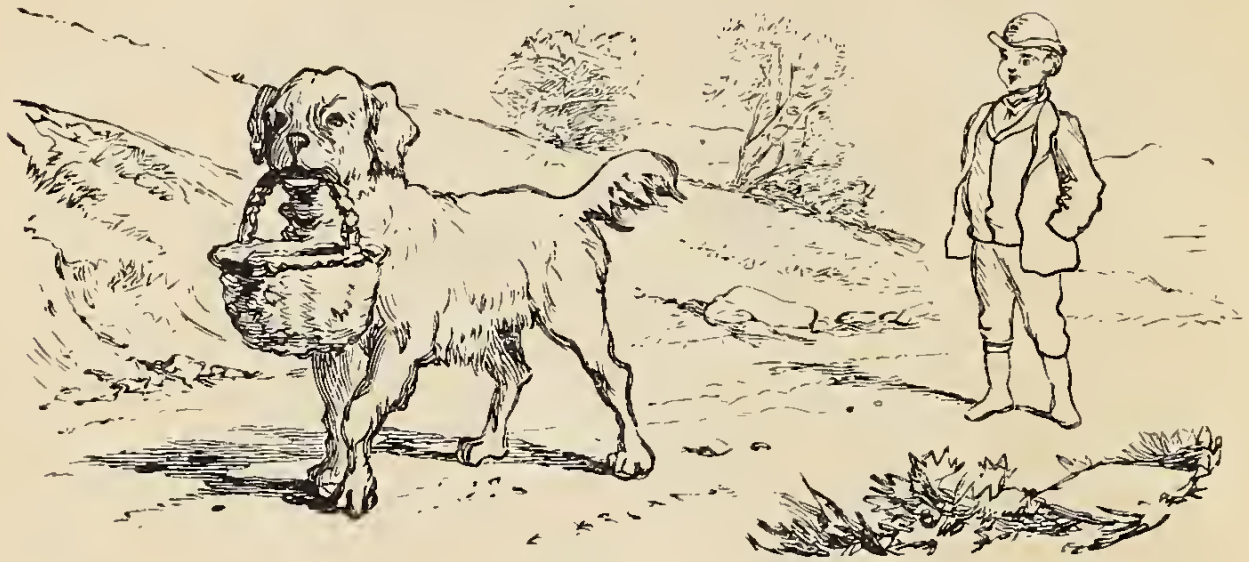
But, robin, little robin,
You can fly up in the sky;
I can not, little robin,
I can not, if I try.

And, rob in, little rob in,
You can hop from twig to twig;
I can not, little rob in,
If I am so very big.

Well, rob in, little rob in,
Hop and fly, hop and fly;
Be happy, little rob in;
Be happy, so will I.



JIP AND I.



We have fifteen hens.

Jip and I go to get the eggs.

Jip has the basket. I hunt for the nests.

Last week I went for eggs. Jip did not go. So I had the basket.

I fell, and lost ten eggs.

No eggs get lost, if Jip has the basket. So go on, Jip, go on! We must get six eggs.

FUN ON THE HILL.

"Let's be robins!" said Fanny.

"Well," said Ann; "you and I will be big robins. Flo shall be a little robin."

"I will get a lot of dry grass and twigs for a nest," said Fanny.

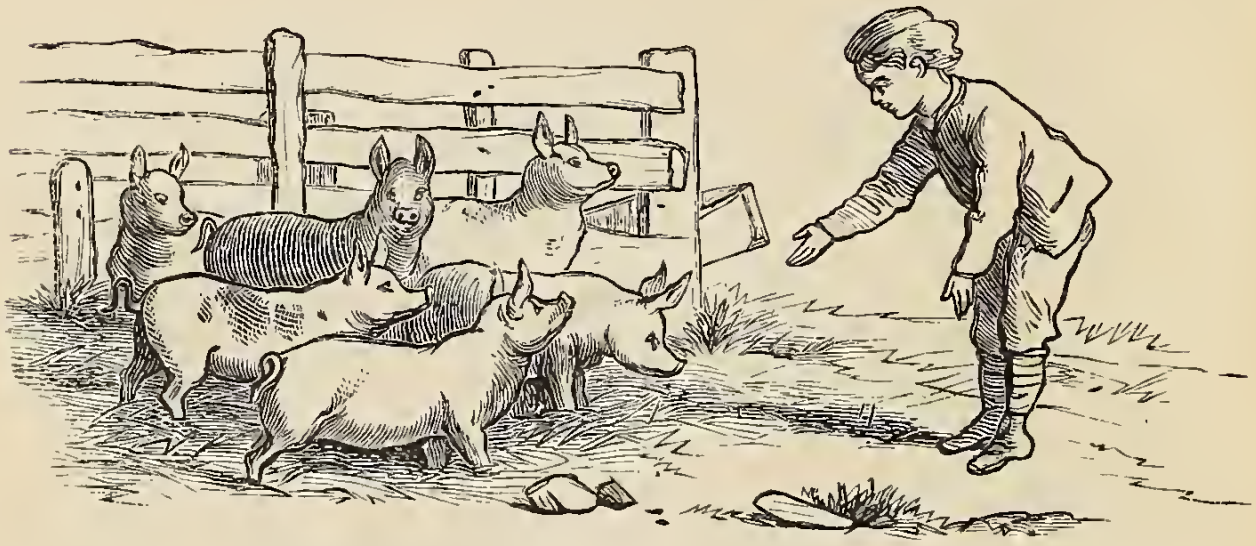
"I will help you fix it," said Ann. "Then little Flo shall get into it."

"Yes; and she must 'Peep, peep!'"

"Then I will fly off to get a bit, for my little robin to eat."

SILLY TOMMY LEE.

said says who

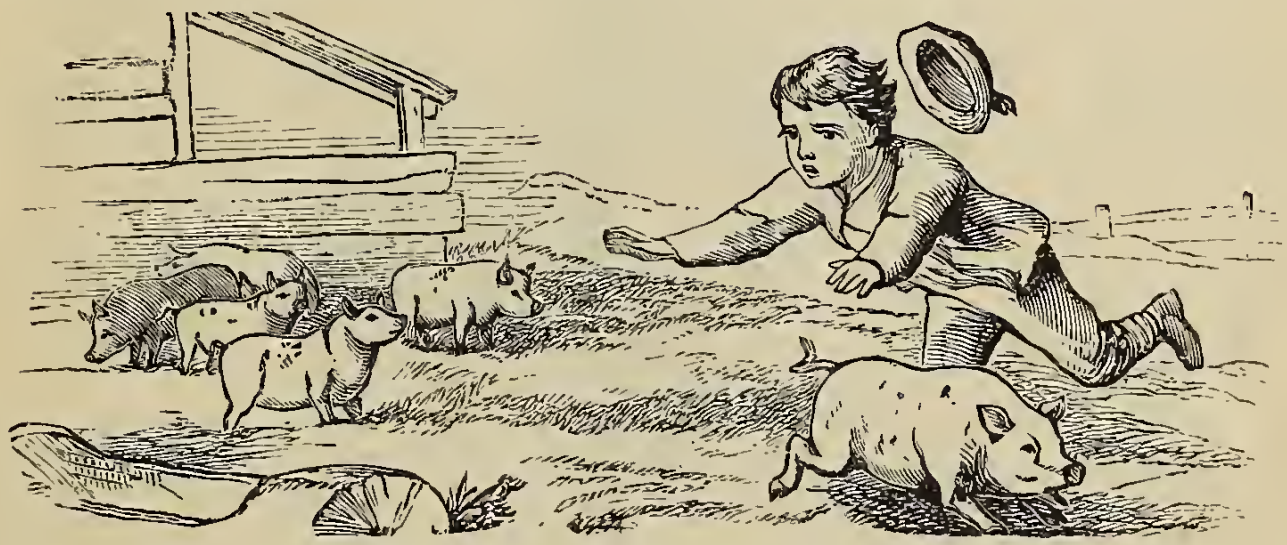


"A pig I see," said Tommy Lee;
"A funny little pig is he,—
O, six pigs! funny as pigs can be."

"O see!" said silly Tommy Lee;
"Now who can run and jump like me?"
A piggy said, "We, we! We, we!"

NOTE.—In the words **said** and **says** the **ai** and **ay** sound like short **ĕ**, and the words sound as if spelt **sĕd** and **sĕz**. The **w** in **who** is not sounded; and the **o** in the same word sounds **oo**, as in the words **to** and **too**. Teach also the sound of **ow**.

"I am a man," said Tommy Lee,
"And who like me so grand can be?"
A piggy said, "We, we! We, we!"



But piggy ran at Tommy's knee,
And Tom fell flat as flat can be.
"Who ran at me?" said Tommy Lee.
A piggy said, "We, we! We, we!"

Now Tom begins to rub his knee,
Then runs as fast as he can flee.
Now who feels grand as grand can be?
A funny piggy says, "We, we!"

Fanny's Lamb.

ärms

lamb

mämä sleep

Päpä sheep

Päpä and I went on the hill, to see the sheep. A little lamb ran up to us, and said, "Ba-a! ba-a!"

Päpä said to me, "Fanny, the little lamb has lost his mämä. He cannot eat grass. He must be fed. Will you see to him?"

"O päpä!" I said; "let me have the dear little lamb. He shall sleep in the shed, and I will feed him."

I held him in my arms till I got home. I fed him with milk. I fixed a box for him to sleep in.

He is happy, if he has no mämä.

He knows me so well, he runs to me if he sees me.

He licks my hand,—dear, funny little lamb!—and he seems to say, "I love you, Fanny; I love you!"

NOTE.—Teach the "Italian" sound of **ä**, as in **ärms**, **päpä**, etc. The cry of the lamb is best imitated by the short **ă**.

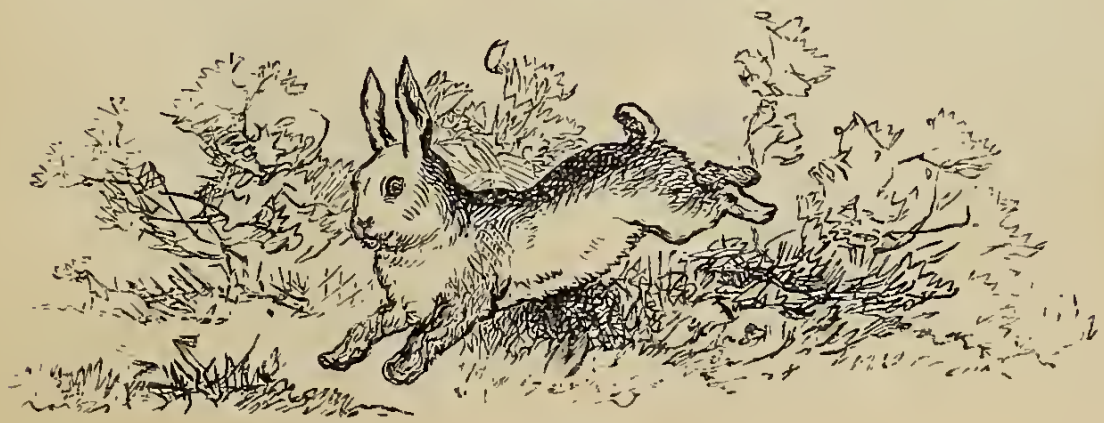
THE RABBIT.

What a habit
Has the rabbit!
He cannot run or trot.
He hops and stops,
And stops and hops!—
'Tis funny, is it not?

NOTE.—The word **what** is pronounced **hwot**, the **a** having the sound of short **o**. It may be thus analyzed, or taught by sight, as a whole. The sound of **th** sharp, as in **thump**, must also be taught.

On his hind legs
He sits and begs;
His ears stand up so odd;
Then off he goes
On tips of toes,
And jumps from sod to sod.

Vex this funny
Little bunny;
He thumps, and then he hops;
He thumps, he bumps,
He bumps, he thumps,—
He hops and hops and stops.



JENNY'S SHOP.

Have you tops to sell?

No; but I have dolls.

Have you candy?

No; but I have pop-corn.

Well, have you hats to sell?

I am sorry; but I have no hats.

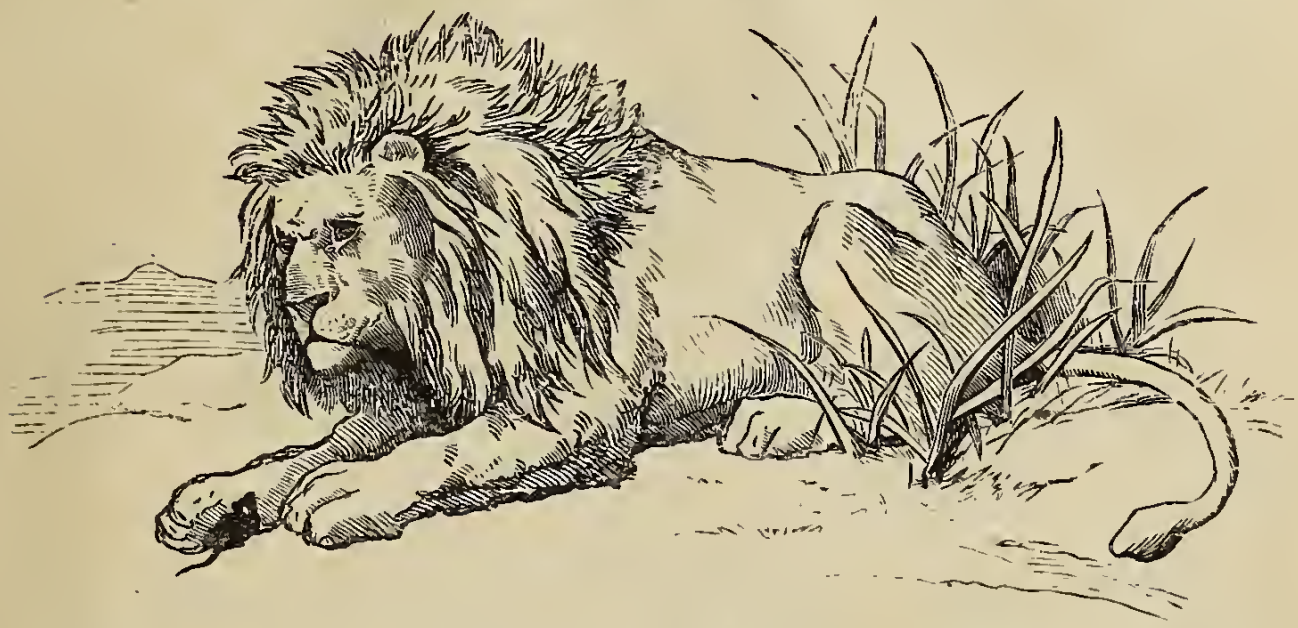
No tops, no candy, no hats? I must go.

Stop! Will you buy a ship? I will sell it for ten çents.

For ten çents? I will buy it.

NOTE.—Explain that in the word **çents**, ç sounds like s.

THE LION AND THE MOUSE.



One hot day a lion had a nap. A little mouse ran up to him.

The mouse did not see that it was a big lion. He ran up on the lion's back.

It woke the lion from his nap. He set his paw on the little mouse, as if to kill him.

NOTE.—The word **one** sounds as if spelt **wun.** The **ay** in **day** sounds like **a** (long).

The little mouse began to cry, "O let me go! let me go! I did not see it was a big lion!"

So the lion let him go.

Then one day the lion fell into a net. It was a trap. The net held him fast.

Just then the little mouse ran by.

"O help me! help me! little mouse!" said the big lion.

"I will," said the little mouse; "for you let me go."

So the little mouse bit off the knots in the net, and set the big lion free.

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